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colleagues in whatever grade of school she may be called to work. We are agreed also that she needs courses in education which shall give her an understanding of the organization of the school plant, and patience with its necessary machinery. She must understand the objectives aimed at in the modern school and have a grasp of the methods being employed to achieve these ends sought. She needs yet more to understand child psychology and be steeped in children's literature. If she has worked with children as teacher or children's librarian so much the better. At any cost she must really understand the child nature of the age of the school where she is to serve if she is to accomplish what may be accomplished in her field of opportunity. Where is she? How shall we get hold of her?

First of all she is not necessarily already a teacher or already a librarian. It is the person we are after, not her present position on either side of this work. People who know children best may possibly be found quite as often in the library as in the school. A successful librarian by the measure of technical efficiency or even book knowledge may not be able to handle children well in large groups nor to get close to them in understanding them individually. But there are teachers who have failed in handling children also and there are librarians who have failed in managing a library properly. Given two people of equal personality, one a trained librarian with teaching experience and one without, none of us would hesitate I think in choosing the first. But we are more frequently confronted with the problem of two people of equal personal qualifications, one a teacher with no library training and one a librarian without teacher training; what then?

I believe we should go out among groups

of effective human personalities in the *teaching* profession and find open-minded flexible individuals and give them as much first-class *library* training as we can provide in the time they can afford to give to study; and I believe we should go out among effective human personalities in the *library* profession and find open-minded flexible individuals and give them as much first-class *educational* training as we can provide in the time they can give to study.

But I think we should also provide courses in which the school librarian may find opportunity to get the school and library factors so thoroughly well amalgamated that the qualifications so admirably stated in Miss Horton's recent article in *Library Journal* on training school librarians will be adequately met with the maximum result in the minimum of time.

You want a program for recruiting school librarians. The various general methods already outlined are partially applicable for special recruiting also. Getting prospective librarians to visit school libraries is sometimes successful, but that may also serve as a deterrent, for the strenuous life of the school librarian in a well organized active school library running at top speed exceeds (in its stretch of endurance needed), we are told by those who have tried both, even that used up in a busy city branch library.

After all, personal contact is the most effective measure. Choose successful enthusiastic school librarians in each state, send them into the meetings of state teachers and state library people to stir up interest. Investigate the record and personality of those who respond and select such as seem most promising for training in one of the proposed courses. But we must have the courses ready!

RECRUITING FOR LIBRARY SCHOOLS

ALICE S. TYLER, Director, Western Reserve University Library School, Cleveland, Ohio

SUMMARY. THIRD GENERAL SESSION

We, in common with those engaged in other professions, where personal contacts are a fundamental part of the professional activities, are seeking young people of engaging personalities, with all the background

and acquirements of education and culture that are possible to secure. Our quest is not unique. Such young people are in demand everywhere. There is real competition here in the realm of possible choice, and all li-

brarians should be open-eyed and alert to bring librarianship as a vocation to the attention of such young people.

While the library schools share in the quest and feel their responsibility in interesting young people in library work, their primary interest is the training, and it is a comparatively small group who come under the direct influence of the school. Doubtless a majority of those now engaged in the various activities of the libraries of the United States and of the world have not been trained in library schools. They have been attracted in many cases because they feel they have something to contribute or have felt the urge of the gospel of books. To the library schools are drawn those who look upon library work as a profession for which there should be adequate preparation and training for both book and human contacts. The library schools must constantly bear in mind the various types of libraries, and the numerous activities within and without the libraries where book contacts must be made, and the fundamental need of wide acquaintance with books recognized, if libraries are to have a sound basis of service.

It has been said by one of our most thoughtful librarians that there is danger of our over-emphasizing personal qualities in seeking librarians; that brain power, ability to think closely, aptitude for research and analysis are fundamental qualities that far outweigh personal charm and attractiveness, if we are to serve adequately the student and the scholar who has first claims. The library schools should bear in mind all needs in seeking students, or in accepting applicants. One problem, however, which confronts the schools is the placing of the student in the type of library work for which by temperament, education and training she is fitted. The employing librarians have need for great discrimination in this matter, for the library schools cannot give an "omnibus" recommendation for the graduate, however capable and well prepared; one who by natural taste and ability is essentially a reference or research worker, may be assigned to a children's room or stations department where, as a "misfit" her lack of success is blamed upon the school.

Adaptability and resourcefulness are qualities much needed. If with the general training which should give the basic preparation, there could be a certainty of adaptability to whatever type of work is assigned to her, all would be well; but who of us, among those who have practised the craft for many years, could feel at all confident of our ability to make good in an entirely new and untried field of library endeavor, somewhat contrary to our taste and special interest? The process of recruiting is, in a sense, completed by the one or two years' course in a library school; entire acceptance of the "library gospel" comes with increasing participation in the library activities,—then the recruit is enrolled or has fully enlisted for her chosen profession.

Graduates of library schools do not always measure up to the expectations or the standards and hopes of the schools, nor do the schools claim that the instruction has reached the highest quality that might be attained both as to content and methods; there must be constant adjustments in making the courses meet the requirements of a changing and advancing profession.

Common tasks, methods, standards and aims have brought together into an association the representatives of a majority of the library schools,—the Association of American Library Schools. I have no authority to speak for that organization, nor has it any authority over the unit schools of which it is constituted; but the member schools are certainly agreed as to the importance of the task at this time, when the entire profession has finally become aroused to the necessity of enlisting the brightest, most capable and promising young people for the great library advance just ahead. Library schools have not to any extent had an organized program of publicity in bringing library work to the attention of possible students; chiefly, I presume, because of lack of funds in the closely calculated budgets. But also because such a program is a task for the entire profession and not especially for the school. A general program such as is being developed so effectively by the A.L.A. Committee on Recruiting in arousing interest and inquiry, is being supplemented as far as possible by the A.A.

L.S. and the various schools with information regarding training.

It seems a reasonable expectation that graduates of library schools should do effective recruiting. If they go out from the schools with sincere and enthusiastic belief in the new vocation for which they have been preparing, they should be, and usually are, eager to enlist other young people. Indirectly, therefore, the library schools are constantly recruiting through their graduates.

Yes, library schools have a part in recruit-

ing, but their task is primarily to train after promising recruits have been found. "First catch the hare." Recruiting is the task of the whole profession and after the interest has been aroused and claims of the profession recognized, ours is the task to prepare these young people for your needs. The pioneering and initiative of the librarians, the results of experience and experiments are formulated and organized for class presentation and study in the library schools, so that the recruits may, as quickly and effectively as possible, be prepared for service in your libraries.

LIBRARIES IN THE NAVY

By C. R. TRAIN, *Commander, U. S. N.*

SUMMARY. THIRD GENERAL SESSION

I came here to tell you something of what we in the Navy are doing to develop useful living libraries aboard our ships of war and at naval stations. Libraries in the Navy are part of the responsibility of the Bureau of Navigation, Navy Department. This Bureau is charged with administering the personnel, both officers and men of the Navy. One division of the Bureau is known as the Morale Division and is under my charge. This Division includes among its responsibilities, jurisdiction over everything pertaining to ship and station libraries.

The Navy Department recognized that happy men, contented men, men whose ambitions to improve and better themselves could be reasonably gratified were men who could be most easily and perfectly welded into the complex organizations that are today needed to efficiently man and operate our modern ships and fleets. The organization of the Morale Division was, therefore, directed, and it has been in operation ever since. Its work involves recreation, amusement, and education, physical and mental.

In close co-operation with our educational program are the ship and station libraries. The Navy Department has come to consider libraries perform two important functions aboard ship. They amuse and they educate. Today, eight times as many books are read aboard a ship of the Navy as was the case six years ago.

A monthly circulation of 150 on a battle-

ship in 1916 was considered large whereas at present on the same battleship we have a circulation of about 1,200. Furthermore, our old library service for 50,000 men afloat cost us \$50,000. At present for an expenditure of \$44,000 we are meeting a circulation eight times as large.

In 1919, you very generously transferred to the Navy 18 trained librarians and although at present we have a greatly reduced personnel, we now employ from our own funds 15 trained librarians; and here, please permit me to give a public expression of my appreciation of the unselfish and devoted performance of duty exhibited by these librarians and my admiration for the profession as a whole.

Libraries—placed by law under the Bureau of Navigation—are assigned to the Morale Division and are supported by allotments from several appropriations, which amounted last year for a personnel of 118,000 to a total of \$140,000, divided as follows:

Salaries	\$32,000
Books	90,000
Magazines	18,000

The Morale Division, at first with your aid and later with its own funds, has employed a librarian to aid and advise it in library matters. A certain portion of his time is spent on board ship and in the field. An assistant library specialist located in Washington and a field representative located with headquarters in New York are also em-